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ABSTRACT

The instructional models included in this report have been developed as an attempt to combine relevant factual and conceptual knowledge with a pre-planned teacher effort to correlate these cognitive learnings with specific attitude development on the affective level. Each of the four models connects specific concepts, skills, and attitudes (empathy, independent thinking, social responsibility, democratic living, and group cooperation) with one or more social science areas, which include history, geography, sociology, economics, and political science. The model is so designed that a wide variety of content, skills, and attitudes can be integrated into the same basic structure. (MBM)

The Use of Comprehensive Models in Classroom Instruction

BY

David Zodikoff

The instructional models included in this report have been developed and discussed with several hundred undergraduate education majors. On the basis of their anonymous written course evaluations, a significant majority of these students found the models to be heuristic and provocative enough to result in meaningful class discussion over a prolonged period of time. More important, it is believed that these models are flexible enough to be used in both elementary and secondary level school programs.

A frequent criticism heard of public school programs is that the facts and concepts are presented in a fragmented and disconnected manner. Therefore, both learning and evaluation rarely leave the memorization level of cognitive retention. Another criticism is that little deliberate attention is given by teachers to the student's affective or emotional development. These models have been developed

as at least an attempt to combine relevant factual and conceptual knowledge with a pre-planned teacher effort to correlate these cognitive learnings with specific attitude development on the affective level.

Each of these models connects specific concepts, skills, and attitudes within one or more specified social science areas. It is recommended that teachers write out these complete models before they teach, so they can at least begin with some basic connected structure. The point must also be made that these models are heuristic enough that a wide variety of content, skills, and attitudes could be integrated within them. Therefore, the model structure remains the same, but with great flexibility of its usage.

Although no claim is made here that these models are a panacea for faulty social studies instruction, the belief is strongly held that these models should develop more meaningful and creative learning of human phenomena on the part of both the teacher and student. The enclosed models will have more meaning to the reader if he first studies the sources listed in the bibliography.

MODEL ONE

Social Science Area and Concept - History - Past events cause present conditions in our society. Example - current Civil Rights issues.

Specific Skills -

1. Study primary source documents pertaining to slavery, Indian affairs and other minority groups.
2. Develop criteria for determining validity of sources.
3. Construct a sequential cause-effect time line chart include key dates such as 1619, 1789, 1865.

Attitudes Relevant to Topic

1. empathy - feelings toward minority groups in American culture.
2. independent thinking - Stress value of ideas based on evidence rather than just opinion.
3. social responsibility - Compare and contrast the union and confederate governments.
4. democratic living - Where was and is the respect for the rights of others violated?
5. group cooperation - Study the role played by the underground railroad in the abolitionist movement.

MODEL TWO

Social Science Area and Concept - Geography - An area's physical location greatly determines the way people live.

Specific Skills -

1. Apply technical geographical terms to specifically locate and describe an area.
2. The use of basic map parts to draw general inferences of a given area.
3. By use of map skills and technical geographic terms relate why an area has its climate, topography, and ways of living.

Attitudes Relevant to Map

1. empathy - To identify with people of various customs.
2. independent thinking - To correlate relevant geographic data to draw logical answers.
3. social responsibility - How might people in other regions organize their societies to live better?
4. democratic living - Are the resources in other countries equally distributed?
5. group cooperation - Discuss how wastelands have been changed to valuable lands by cooperative efforts and modern technology such as irrigated desert areas.

MODEL THREE

Social Science Area and Concept - Sociology and Political Science - Political representation is affected by and affects that country's social class system.

Specific Skills -

1. To identify, factually, the various social economic classes in America and how they vote.
2. To explain the importance, difficulty, and effects of the checks and balances system.
3. To identify the basic parts of the constitution, how they are practiced in society, and mechanics for changing the constitution within the democratic process.

Attitudes Relevant to Topic

1. empathy - Political representation of the poor and ethnic minorities.
2. independent thinking - To base thoughts on studied evidence rather than just emotion.
3. social responsibility - Where is the greatest need for social and political reform in the various socio-economic classes?
4. democratic living - Critical negative areas in our society.
5. group cooperation - Where is the most and least degree of socio-political cooperation found in our culture with accompanying reasons?

MODEL FOUR

Social Science Area and Concept - Economics and Political Science - A country's type of government greatly determines its economic life.

Specific Skills -

1. To define and apply technical economic terms to contemporary economic problems.
2. The proper use of economic and political charts and graphs to interpret technical political-economic data.
3. To study the effects of lobbies on our economy with discussion of positive and negative effects.

Attitudes Relevant to Topics

1. empathy - Discuss the political and economic assets and liabilities of our welfare system.
2. independent thinking - To adapt correct terms and facts to revise preconceived biases.
3. social responsibility - What economic and political rules are vital for our nation's best interests?
4. democratic living - Are some groups treated unfairly in terms of both economic and political factors?
5. group cooperation - How can all citizens contribute to avoid mass inflation?

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